



## FURMAN MIDDLE

3400 Bethel Church Road  
Sumter, SC 29154

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	887 Students	
<b>Principal</b>	John Feeney	803-481-8519
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

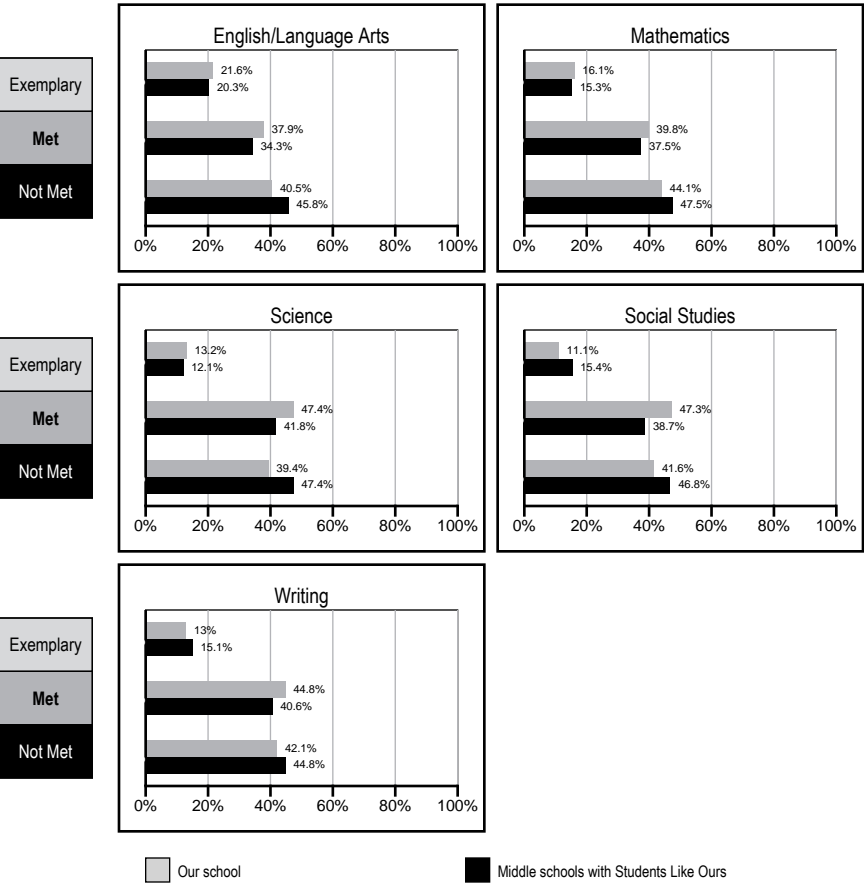
96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	18	28	10

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**End of Course Tests**

<b>Percent of tests with scores of 70 or above on:</b>	<b>Our Middle School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	100.0%	92.6%
English 1	100.0%	88.3%
Physical Science	N/A	72.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	90.9%

**School Profile**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n=887)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	5.7%	Down from 48.9%	13.6%	24.2%
Retention rate	0.1%	Down from 1.1%	1.0%	0.7%
Attendance rate	95.8%	Up from 95.0%	95.3%	95.9%
Eligible for gifted and talented	18.1%	Up from 11.8%	8.8%	16.4%
With disabilities other than speech	13.2%	Down from 13.5%	14.1%	12.0%
Older than usual for grade	3.5%	Down from 4.2%	4.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	52.9%	Up from 50.0%	58.3%	58.5%
Continuing contract teachers	68.6%	Up from 61.1%	69.2%	80.0%
Teachers with emergency or provisional certificates	6.8%	Down from 16.7%	11.0%	4.0%
Teachers returning from previous year	80.1%	Up from 75.7%	80.2%	84.6%
Teacher attendance rate	95.0%	Down from 95.2%	95.5%	95.4%
Average teacher salary*	\$44,237	Down 0.6%	\$44,868	\$46,561
Professional development days/teacher	5.3 days	Down from 6.2 days	10.9 days	10.2 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	26.7 to 1	Down from 27.5 to 1	19.5 to 1	21.1 to 1
Prime instructional time	89.6%	Up from 89.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	71.7%	Up from 52.4%	97.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,098	Up 3.5%	\$9,205	\$7,802
Percent of expenditures for instruction**	60.4%	Up from 60.2%	61.3%	63.8%
Percent of expenditures for teacher salaries**	57.5%	Up from 42.4%	56.2%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Furman Middle School is dedicated to achieving our mission, which is to provide challenging opportunities for all students to attain high academic achievement and to become productive citizens within their communities. To fulfill this mission, the administration and staff are working continuously to improve instruction and create an environment that is caring and supportive. Our goal is to provide meaningful opportunities that meet the unique needs of middle school students so that they can reach their full potential. The 2010-2011 school year will see heavy emphasis on Explicit Instruction to allow teachers to focus instruction on critical content.

In an effort to prepare students for the 21st Century, Furman Middle School is embracing technology as an instructional tool. Academic labs that address the four core subjects are in operation for the 2010-2011 school years. This allows an intensive five hours per week of directed instruction tailored to the students' individual academic needs. We also have expanded the use of technology in the classroom by placing a Promethean board in each core area classroom and many related arts classrooms. As a result of these efforts, students have become more engaged in learning through the use of technology.

In addition to academics, athletics and extracurricular activities are provided to enhance learning opportunities. The school also is providing daily character education training and opportunities for service learning as we teach students to look for ways that they can be involved in helping their community become a better place.

Furman continues to make progress in all areas to provide the best educational opportunities for the students.

John Feeney, Principal

Janelle Saulsgiver, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	0	0
Percent satisfied with learning environment	85.1%	N/R	N/R
Percent satisfied with social and physical environment	83.0%	N/R	N/R
Percent satisfied with school-home relations	42.2%	N/R	N/R

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.1%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	853	100	41.6	37.6	20.8	73.1	82.1	83.5	Yes	Yes
<b>Gender</b>										
Male	448	100	46.1	34.2	19.7	67.5	77.7	80.1	N/A	N/A
Female	405	100	36.7	41.3	22	79.3	86.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	394	100	40.7	35	24.4	75.3	86.9	89.6	Yes	Yes
African American	438	100	42.5	40.1	17.3	70.8	78.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	92.7	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	88.9	79.6	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	78.6	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	117	100	70.2	22.8	7	41.2	51.6	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.8	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	702	100	43.5	38.6	17.9	71.6	79.9	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	853	100	45.4	40.2	14.4	70.8	77.8	80.4	Yes	Yes
<b>Gender</b>										
Male	448	100	48.7	35.6	15.7	67.5	75.4	78.4	N/A	N/A
Female	405	100	41.9	45.2	12.9	74.4	80.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	394	100	38.5	44.2	17.3	75.9	83.5	87.8	Yes	Yes
African American	438	100	51.5	36.8	11.6	66.3	73.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.3	93.5	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	87.8	78.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	71.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	117	100	78.9	14	7	36.8	42.6	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	702	100	48.6	39.5	11.9	68.6	75	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	570	99.8	39.2	47.3	13.5	60.8	63.2	67.3
<b>Gender</b>								
Male	300	100	40.4	41.5	18.1	59.6	63.1	66.9
Female	270	99.6	37.8	53.7	8.5	62.2	63.3	67.7
<b>Racial/Ethnic Group</b>								
White	248	100	32.1	48.7	19.2	67.9	74.2	79.6
African American	306	99.7	45.2	46.6	8.2	54.8	54.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.5	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.6	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	58.3	69.5
<b>Disability Status</b>								
Disabled	79	98.7	74.7	20	5.3	25.3	28.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	475	99.8	42.2	46.2	11.6	57.8	58.4	55.4

**Social Studies**

All Students	565	99.8	41.7	47.3	11.1	58.3	67.7	70.9
<b>Gender</b>								
Male	295	99.7	42.8	43.1	14.1	57.2	67.4	70.1
Female	270	100	40.5	51.8	7.8	59.5	68	71.7
<b>Racial/Ethnic Group</b>								
White	261	100	41.9	42.7	15.4	58.1	71.8	79.2
African American	290	99.7	41.6	51.6	6.8	58.4	63.8	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.2	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.7	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	72	100	68.1	29	2.9	31.9	34.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.5	68
<b>Socio-Economic Status</b>								
Subsidized meals	466	99.8	44.1	47.7	8.2	55.9	64	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	850	98.4	41.6	45.2	13.2	58.4	67.7	72.1	95.8	96.3
Gender										
Male	447	98	52.7	36.7	10.6	47.3	60.3	65.2	95.6	96.1
Female	403	98.8	29.7	54.4	15.9	70.3	75.6	79.2	96.1	96.4
Racial/Ethnic Group										
White	391	98.5	38.5	46.4	15.1	61.5	73.1	80.8	95.5	95.8
African American	439	98.2	45.2	44	10.8	54.8	62.8	59.7	96.2	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.6	87	98.8	97.2
Hispanic	12	100	I/S	I/S	I/S	I/S	85.4	64.6	94.9	96.1
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	66.7	73.4	93.8	94.9
Disability Status										
Disabled	117	92.3	79.8	17.3	2.9	20.2	24	27.7	95.4	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73	63.7	98.6	97.1
Socio-Economic Status										
Subsidized meals	701	98.2	43.6	44.7	11.7	56.4	64.5	61.9	95.7	96.1

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	99.7	32.6	50.9	16.5	67.4
	7	285	100	40.5	37.8	21.8	59.5
	8	305	99.3	41.4	40.7	17.9	58.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	313	100	30.6	45.6	23.8	69.4
	7	284	100	43.5	34.2	22.3	56.5
	8	256	100	52.7	31.8	15.5	47.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	99.7	38.8	46.5	14.7	61.2
	7	285	100	51.9	37.4	10.7	48.1
	8	305	99.3	50.9	38.2	10.9	49.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	313	100	29.9	46.9	23.1	70.1
	7	284	100	51.3	37.9	10.8	48.7
	8	256	100	57.6	34.7	7.8	42.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	148	100	41.3	52.2	6.5	58.7
	7	285	100	38.9	45	16	61.1
	8	151	99.3	42.9	42.1	15	57.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	158	100	45.6	45	9.4	54.4
	7	284	99.7	36.2	50	13.8	63.8
	8	128	100	37.9	44.4	17.7	62.1

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	150	100	33.1	64	2.9	66.9
	7	285	100	58	30.2	11.8	42
	8	151	100	37.8	46.2	16.1	62.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	154	100	25.5	62.8	11.7	74.5
	7	283	100	50.4	39.6	10.1	49.6
	8	128	99.2	41.7	45.8	12.5	58.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	294	99	47.8	38	14.2	52.2
	7	290	100	45.4	38.3	16.4	54.6
	8	308	98.4	53.7	35.2	11.1	46.3
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	311	97.8	36.6	45.6	17.8	63.4
	7	280	98.9	47	44.4	8.6	53
	8	259	98.5	41.6	45.7	12.7	58.4

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample